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ABSTRACT

The purpose of this study was to examine the effects of counselor self-disclosure and paradoxical and nonparadoxical homework directives on subjects' reactions to the homework directive and on perceived counselor social influence. It was hypothesized that counselor self-disclosure would reduce potentially negative perceptions of paradoxical directives. A total of 50 female and 14 male subjects rated one of four videotapes of a female counselor interviewing a client reporting problems with test anxiety. Results showed that symptom prescription paradoxical homework directives were perceived as more tricky, manipulative, and confusing than nonparadoxical directives, but that these perceptions did not affect subjects' perceptions of the counselor's willingness or ability to help, or increase feelings of anger towards the counselor. Results also indicated that paradoxical directives were not damaging to perceptions of counselor social influence and that counselor self-disclosure does not necessarily enhance or limit perceptions of counselor social influence. The implications of these findings for the use of paradoxical interventions are discussed. (Author)

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Effect of Paradoxical and Non-paradoxical Self-Disclosure on Counselor Social Influence

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This study is based on a masters thesis by the first author under the direction of the second author and was presented at the 1984 convention of the American Psychological Association, Toronto

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Running head: PARADOXICAL SELF-DISCLOSURE

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Abstract

The purpose of this study was to examine the effects of counselor self disclosure and paradoxical and nonparadoxical homework directives on subjects' reactions to the homework directive and on perceived counselor social influence. It was hypothesized that counselor self disclosure would reduce potentially negative perceptions of paradoxical directives. A total of 50 female and 14 male subjects rated one of four videotapes of actual counselor-client interviews of a female counselor interviewing a client reporting problems with test anxiety. Results showed that symptom prescription paradoxical homework directives were perceived as more tricky, manipulative, and confusing than nonparadoxical directives, but that these perceptions did not affect subjects' perceptions of the counselor's willingness or ability to help or increase feelings of anger towards the counselor. Results also indicated that paradoxical directives were not damaging to perceptions of counselor social influence and that counselor self disclosure does not necessarily enhance or limit perceptions of counselor social influence. The implications of these findings for the use of paradoxical interventions are discussed.

Effect of Paradoxical and Non-paradoxical Self-disclosure on Counselor Social Influence

Paradoxical interventions in counseling are receiving much attention both in the experimental literature (Ascher & Turner, 1980; Cottone, 1981; Feldman, Strong, & Danser, 1982; Lopez & Wambach, 1982), and in theoretical articles (Dowd & Swoboda, in press; O'Connell, 1983; Rohrbaugh, Tennen, Press, & White, 1981). Paradoxical interventions or paradoxical interventions in conjunction with other treatments have been used successfully with a variety of client complaints. In comparison with other interventions paradox is especially potent with certain clinical populations such as those exhibiting resistance or reactance (Ascher & Efran, 1978; Dowd & Swoboda, in press; Rohrbaugh, et al., 1981), and those with an affinity for being failures in therapy or defeating helpers (Rohrbaugh et al., 1981). Similarly, it appears that paradoxical interventions are particularly useful in areas in which more conventional interventions have been tried and have failed (Ascher & Efran, 1978; Cottone, 1981; Lopez & Wambach, 1981).

Paradox has also been used successfully with such involuntary problems as performance anxiety. Strong (in press), in a review of several experimental studies of paradoxical interventions, stressed that the more the problem was experienced by the client as involuntary, the greater the therapeutic change noted with the

use of paradox. Dowd & Swoboda (in press) and Rohrbaugh et al. (1981) suggest the existence of two factors of importance in determining the desirability of the use of paradox. The analysis of clients' reactance potential and the perceived freedom of the problem appear to provide direction as to which type of paradox to use with which client or whether to use it at all.

Explanations of why paradox works emphasize observable client responses. O'Connell (1983) presents four such indicators of client shift from determinism or involuntary symptomology to freedom from, or control over, the symptom. The two most relevant to this study are the exhibition of anger by the client and the expression of bewilderment, disorientation or confusion following a paradoxical prescription. O'Connell describes this confusion as "a cognitive startle response, which if sufficiently prolonged, will provide the psychic soil in which change can be cultivated and nurtured." He goes on to say that, "bewilderment over a therapeutic directive, given authoritatively by a sanctioned expert, is inconsistent with many presenting symptoms." Typical client responses to paradoxical directives may be confusion and anger or cognitive dissonance as a result of the double bind inherent in paradoxical communications (Cottone, 1981; Dowd & Swoboda, in press; O'Connell, 1983; Rohrbaugh et al., 1981; Weeks and L'Abate, 1982).

Serious concern has been raised about the use of paradoxical interventions in clinical practice, however. This concern is often expressed in the form of a fear that the counselor behaves in a tricky fashion and manipulates the client in paradoxical interventions (Cottone, 1981; L'Abate & Weeks, 1978). Additionally paradoxical interventions have been criticized for potentially causing less favorable counselor perceptions by clients (Feldman, et al, 1982) and for involving potential risks (Greenberg & Pies, 1983). Research in this area appears to be appropriate and necessary.

How much manipulation is associated with the use of paradoxical interventions appears to be the relevant question. Several authors have argued that the charge that paradoxical interventions are manipulative or tricky arises from a lack of comprehension and theoretical understanding of the technique (Haley, 1976; O'Connell, 1983; Weeks & L'Abate, 1982). These authors each provide theoretical explanations about how paradoxical interventions are employed in addition to statements that these techniques are no more manipulative or tricky than nonparadoxical techniques. One can indeed argue that all therapeutic interventions are manipulative. The important issue does not appear to be how successfully professionals can understand and theoretically explain paradoxical interventions, but rather how paradoxical interventions affect client perceptions

of the counselor in the counseling process as well as therapeutic outcome. If the consumers of paradoxical interventions view their treatment as manipulative, tricky, or otherwise unsavory, the theoretical arguments extolling the wholesomeness of paradox may require some revision.

The present study was designed to examine the effects of the manipulation of counselor attractiveness through the use of counselor self disclosure on subjects' perceptions of paradoxical symptom prescription for test anxiety. Counselor social influence variables have been found to enhance counselor interpersonal influence and thus the counseling process and outcome (Corrigan, Dell, Lewis & Schmidt, 1980; Strong, 1968). Strong (1968) indicated that counselor influence power over the client may be enhanced when the counselor is perceived as credible (trustworthy and expert), and attractive. Strategic use of counselor social influence variables in counseling when employing paradoxical directives should therefore prove to be an asset in terms of the reduction of potential negative effects of paradoxical directives.

Counselor self disclosure was used as the vehicle for enhancing counselor attractiveness since it has been found to be associated with the development and maintenance of the counseling relationship (Jourard & Friedman, 1970), an increase in perceived counselor attractiveness (Dowd & Boroto, 1982), and an increase in

counselor trustworthiness (Drag, 1966; Jourard, 1964; Kahn & Rudestam, 1971). Counselor self disclosure has been employed as a variable in the manipulaton of perceived counselor attractiveness in previous research (Dowd & Boroto, 1982; Heppner & Dixon, 1981; Mann & Murphy, 1975). Research indicates a curvilinear relationship between self disclosure and optimal client benefit in counseling (Giannandrea & Murphy, 1973; Mann & Murphy, 1975). Communication and attitude change research has demonstrated that perceived attractiveness enhances the ability of a communicator to influence his/her audience (Back, 1951; Brock, 1965; Sapolsky, 1960). Client perception of counselor attractiveness appears to be achieved by a moderate level of counselor self disclosure, and may result in increased counselor (communicator) ability to influence client (recipient) opinion change.

It was reasoned that paradoxical homework directives for test anxiety would be perceived as more unconventional and noteworthy and so would be more accurately recalled in a free recall situation. It was hypothesized that subjects would perceive their counselor as less willing to help and as possessing less ability to help in paradoxical homework directive conditions than in nonparadoxical conditions, but that counselor self disclosure would reduce negative perceptions of counselor willingness and ability to help in paradoxical homework directive conditions. It was predictedthat subjects would perceive counselors as more

confusing, tricky and manipulative in paradoxical directive conditions than in nonparadoxical directive conditions but that counselor self disclosing statements would reduce these negative perceptions in the paradoxical conditions. Finally, it was predicted that counselors who gave paradoxical homework directives would receive lower ratings on counselor social influence variables than counselors in the nonparadoxical homework condition. Conditions of counselor self disclosure were expected to enhance subjects ratings of counselor social influence variables in conditions of paradoxical homework directives.

Method

A 2 x 2 factorial design, with two levels of each factor, was employed to determine the effect of paradoxical homework directives and counselor self disclosure on subjects' ratings. The two levels of the homework directive included a paradoxical symptom prescription for test anxiety and a nonparadoxical directive. The nonparadoxical homework directive was designed to be a reverse image of the paradoxical directive as well as to serve as a control. Two levels of counselor self disclosure were used. A moderate level of counselor self disclosure was defined by four self disclosing statements while the non-disclosing statement condition consisted of four reflective statements. Although the study was analogue in nature, efforts were made to enhance generalizability to actual counseling situations.

Subjects rated actual counselor-client interviews about a real concern in their responses to a battery of measures. In addition, all subjects were selected who had problems with test anxiety, in order to enhance stimulus saliency.

Data from the dependent measures were compared across the four experimental conditions: (a) paradoxical homework directive with counselor self disclosing statements; (b) nonparadoxical homework directive with counselor self disclosing statements; (c) paradoxical homework directive with counselor nonself disclosing statements; (d) nonparadoxical homework directive with counselor nonself disclosing statements.

Counselors

Two female counselors, each in a master's program in counseling psychology at a large midwestern university, agreed to serve as counselors in the study. Both counselors were comparable in experience level, having completed a practicum experience and in the process of completing a field placement experience. The counselors were selected on the basis of their similarity in physical appearance and interview style. They were approximately the same physical size and build and both had a quiet, calm speaking and counseling style. Each counselor participated in one hour of training before the study. Both counselors conducted four counseling interviews, one for each experimental condition.

Subject Pool

The subject pool consisted of undergraduate students from Educational Psychology classes, ranging in age from late teens to early twenties. There were 117 subjects who participated in the screening phase of the experiment. In order to heighten the stimulus salience of the interviews for the subjects and to overcome the limitations of analogue research, only those students who felt they were experiencing problems with test anxiety were asked to participate. The screening measure was the Test Anxiety Scale-Short Form (Sarason, 1972, 1978). The cut-off score for screening was set at 17, which was 7 points below the mean in this particular sample. Two subjects with Test Anxiety Scale scores below 17 were used because of subject attrition. On the basis of this criterion, 64 subjects (50 females and 14 males) were selected as subjects. Test Anxiety Scale scores of students participating in screening ranged from 5 to 36.

Clients

The clients participating in the videotaped counseling interviews were selected from the subject pool described above. Nine students, eight females and one male, with Test Anxiety Scale scores ranging from 30 to 36 served as clients. These students were selected to serve as clients because their Test Anxiety Scale scores fell within the upper 19% of the scores in the sample. Each of the clients was assigned to one of the two counselors and

discussed their actual concerns about test anxiety in a counseling interview.

Instrumentation

Test Anxiety Scale. The Test Anxiety Scale (Sarason, 1972, 1973) was used as a screening device in the study. The Test Anxiety Scale is a 37-item true-false scale, with a range of scores from 37 to 0. The scale was designed to measure characteristics of anxiety linked to academic or evaluation situations. It was used as a screening device for both subjects and clients to increase experimental validity.

Free Recall Response Form. A Free Recall Response Form was designed by the experimenters to be used as a descriptive measure.[1] This form was used to measure subjects' recall of the homework directive the counselor gave the client in the videotape. Subjects were instructed to describe the homework directive in no more than two sentences. It was hypothesized that paradoxical homework directives would be better recalled than nonparadoxical directives because of their nonconventionality.

The Free Recall Response Form was also used in two other ways in this study. First the subjects' recall of the homework directive served as a manipulation check for the directive to insure that it was perceived as intended. Second, three Ph.D. students in counseling psychology rated the videotapes and also completed the form as a manipulation check for the same purpose.

Homework Directive Rating Scale. The experimenters developed five 5-point Likert scales to measure subjects' reactions to the counselor in relation to the homework directive.[2] Subjects were instructed to imagine that they were the client participating in the interview they had just viewed. Item one was designed to measure subjects' perceptions of the counselor's willingness to help in terms of the homework directive. The second item was designed to measure perceptions of the counselor's ability to help in terms of the homework directive. Items three through five measured subjects' perception of what the counselor said in terms of confusion, trickiness, and anger respectively. It was hypothesized that subjects who viewed counselors in the paradoxical directive conditions would rate them lower than those subjects who viewed counselors in the nonparadoxical conditions.

Counselor Rating Form-Short (CRF-S). The Counselor Rating Form-Short version (CRF-S; Corrigan & Schmidt, 1983), consists of 12 bipolar adjectives which are scored on a 7-point scale. The original Counselor Rating Form (Barak & LaCrosse, 1975), consisted of 36 bipolar adjectives, also scored on a 7-point scale. There are three dimensions for a total of 12 items, with each dimension consisting of four items. The items measure the subjects' perception of the counselor's attractiveness, expertness, and trustworthiness. The validity and reliability of the CRF-S was tested using a methodology that replicated the Barak and LaCrosse

(1975) procedure. Reliabilities of the scales in the CRF-S are comparable to those for the longer CRF. Split-half, internal consistency averages for the three scales across four groups (Ellis tape, Perls tape, Rogers tape, and community counselors) were .91, .90,and .87 for attractiveness, expertness, and trustworthiness respectively. No validity has yet been found for the CRF-S, although LaCrosse (1980) found that CRF ratings were related to ultimate client outcome.

The CRF-S was used to measure subjects' perceptions of the counselor's social influence. It was hypothesized that ratings for counselors in the paradoxical directive self disclosure condition would be higher than those in the other three conditions.

Counselor Verbal Response Category System. Three Ph.D. students in counseling psychology, two females and one male, served as raters for a manipulation check using the Hill (1978) counselor verbal response category system. Counselor nonverbal behavior was rated according to the nonverbal behavior section of the quantative rating of responses form (Cormier & Cormier, 1979). Each rater viewed the same two randomly selected stimulus videotapes. The raters also completed the Free Recall Response Form to determine if the homework directive manipulation was perceived as intended.

The Hill (1978) response category system consists of 14 mutually exclusive categories. Hill (1978) reports the scale as having sufficient face and content validity. Reliability of the scale was determined by the computation of Kappa. Kappa is used to determine agreement levels on a nominal system and represents an indicator of agreement between two judges after the removal of chance agreement. Kappas were: .79(SE=.01), .78(SE=.01), and .82(SE=.01). These scores indicate a high level of agreement across all judges.

Stimulus Interviews

The stimulus interviews consisted of four actual counseling sessions in which clients discussed real concerns associated with test anxiety. To increase generalizability of the results, clients participating in the counseling interview were self-identified as having experiences with test anxiety as well as scoring above 30 (in the top 19%) of the Test Anxiety Scale. Two masters level counselors conducted four interviews apiece which ranged between 28:11 and 27:55 minutes in length. Each of the interviews was audio-videotaped showing the back of the head of the client and a full frontal view of the counselor. The counselors received a one-hour training session during which they learned and practiced the scripts for the four experimental conditions. Counselors delivered a self disclosing or reflective (nonself disclosing) statement approximately every 5 minutes throughout the interview

and in the last five minutes of the interview delivered either a paradoxical or a nonparadoxical homework directive.

Counselors were directed to conduct the interview following five basic sections: (a) introduction; (b) problem exploration; (c) interventions; (d) homework directive; and (e) close. They were instructed not to discuss the homework directive with the client or to elicit his/her response to it since such a discussion could affect subjects' ratings of the homework directive. Clients' response to the paradoxical homework directive may involve a degree of confusion and anger (Greenberg & Pies, 1983), or bewilderment and disorientation (O'Connell, 1983), as a result of the double bind inherent in the paradoxical communication. Exploration of these potential responses with the client could result in the client's discovery of the true meaning of the paradox as well as influence the perceptions of a subject who viewed such a response and discussion.

Procedure

Subjects completed the Test Anxiety Scale in large goups ranging from 22 to 34 in size. They then viewed the stimulus interviews in groups ranging from one to eight and completed the Free Recall Response Form, the Homework Directive Rating Scale, and finally the CRF-S. All subjects completed the above measures in the order described because it was assumed that recall for the

homework directives would be best immediately following the viewing.

Results

Manipulation Check

Average percentages for the three Ph.D. raters for the comparison of two stimulus tapes on the Hill (1978) Counselor Verbal Response Category System and the nonverbal behavior section of the Quantative Rating Responses form (Cormier & Cormier, 1979) were calculated. Average percentage of rater agreement for the fourteen verbal response categories of the two stimulus tapes indicated close agreement. Differences ranged from perfect agreement to 18.60%, with the majority of the differences in the range of 2% - 8%.

The Free Recall Response Form was completed by the same three raters after viewing a tape containing a paradoxical homework directive and a tape containing a nonparadoxical homework directive. The purpose of this manipulation check was to determine if a difference between the paradoxical and nonparadoxical stimulus interviews was perceived. An independent judge compared the responses within raters and found that each rater perceived the stimulus conditions correctly.

Descriptive Measures

A Chi-Square test for independent samples was conducted on subjects' ratings on the Free Recall Response Form to determine if

there was a difference in recall of paradoxical and nonparadoxical homework directive conditions. The Chi-Square value for a one-tailed test with three degrees of freedom at the .01 level is .57, [$x^2(3, N = 64) = .57$, $p < .90$], which value indicated no difference between the recall of paradoxical and nonparadoxical homework directives.

Correlation of Coefficients of Dependent Measures

The means and standard deviations for the five variables across conditions from the Homework Directive Rating Scale are presented in Table 1.

Insert Table 1 about here

Similarly, the means and standard deviations of the social influence variables and total score can be found in Table 1. The Pearson product-moment intercorrelation matrix for the dependent measures willingness to help, ability to help, confusion, tricky/manipulative, anger, attractiveness, expertness, trustworthiness, and total score are presented in Table 2. Correlations were calculated to determine relationships among dependent measures. Table 2 shows substantially greater correlations among CRF-S variables (attractiveness, expertness, trustworthiness, and total score) than among the Homework Directive Rating Scale variables (willingness, ability, confusion, tricky/manipulative, and anger). The correlations between the

social influence measures and the Homework Directive Rating Scale variables range from low to moderate.

Insert Table 2 about here

Analysis of Variance for Measures on the Homework Directive Rating Scale

A 2 x 2 analysis of variance (ANOVA) was performed on the two levels of each of the independent variables, paradoxical and nonparadoxical homework directives, and counselor self disclosing and nonself disclosing statements, for each of the five variables (willingness, abiity, confusion, tricky/manipulative, and anger) measured by the Homework Directive Rating Scale. Univariate rather than multivariate analyses were selected since the five variables of the Homework Directive Rating Scale showed only low to moderate intercorrelations, as was expected since it had been hypothesized that each variable was uniquely related to the effects of paradoxical directives. The variables measured by the Homework Directive Rating Scales were not as highly correlated with each other as were the variables measured by the CRF-S.

There was no significant two-way interaction or main effects found for the willingness variable or for the ability variable. No significant two-way interaction was found for the confusion variable; however, significant main effects were found for both paradox and self disclosure. There was a significant difference

between the paradoxical and nonparadoxical groups in how they rated confusion on the Homework Directive Rating Scale: $F(1,60) = 12.03$, $p < .001$. The subjects in the paradoxical group rated the counselor significantly higher on the confusion variable than the subjects in the nonparadoxical group. There was also a significant difference between the self disclosure and the nonself disclosure groups on how they rated confusion; $F(1,60) = 8.73$, $p < .004$. The subjects in the self disclosure group rated the counselor higher on the confusion variable than subjects in the nonself disclosing group. The cell means and standard deviations for the interaction and main effects are presented in Table 3.

Insert Table 3 about here

For the tricky/manipulative measure there was no signficant two-way interaction, however, there was a significant main effect for paradox; $F(1,60) = 6.43$, $p < .014$. Subjects in the paradoxical group rated the counselor higher on the tricky/manipulative variable than subjects in the nonparadoxical group. There was no significant main effect for self disclosure with the tricky/manipulative variable. Cell means and standard deviations for the tricky/manipulative measure with the paradoxical condition are presented in Table 4.

Insert Table 4 about here

There was no significant two-way interaction effect for the anger measure. There was a significant main effect for self disclosure; $F(1,60) = 7.54$, $p < .008$. No main effects were found for the paradoxical condition in terms of the anger measure. The nonself disclosure group rated the counselor higher on the anger measure than the nonself disclosure group. The cell means and standard deviations for the anger measure can be found in Table 5.

Insert Table 5 about here

Two-Way Multivariate Analysis of Variance of the Counselor Rating Form-Short Version

A two-way multivariate analysis of variance (MANOVA), for the three variables on the CRF-S (attractiveness, trustworthiness, and expertness) was performed. A MANOVA was selected for the analysis of these variables because of the moderate to high intercorrelations of these variables and the consequent risk of excessive Type I error, (Harris, 1975). If dependent measures are theoretically related to a single underlying dimension, MANOVA is particularly appropriate (Biskin, 1980). Previous research (e.g. Milne & Dowd, 1983) has found high intercorrelations among the

attractiveness, trustworthiness, and expertness scales. Such correlations suggest the presence of a single underlying dimension of social influence.

There was a significant overall effect for the MANOVA. The Wilks-Lambda multivariate test of significance was .789. This score converts into an approximate F value of 5.16; Wilks-Lambda $F(3,58) = 5.16$, $p < .003$. A post-hoc ANOVA was therefore performed on the three variables of attractiveness, trustworthiness, and expertness as a followup test. A significant interaction was found for the attractiveness variable in the paradox by self disclosure condition; $F(1.60) = 7.62$, $p < .008$. No significant results were found for the expertness or trustworthiness measures.

A simple effects test was performed on the paradoxical homework directives and the nonparadoxical homework directive conditions for the attractiveness variable. Self disclosure with paradoxical homework directives was not significant; $F(1,60) = 2.13$, $p > .05$. Self disclosure with nonparadoxical homework directives was significant; $F(1,60) = 5.97$, $p < .05$. Figure 1 shows the relationship of self disclosure and paradox on attractiveness ratings. In the nonparadoxical homework directive condition there was a significant difference between counselor self disclosure and nonself disclosure on attractiveness ratings. Counselors were perceived as significantly more attractive in

nonparadoxical nonself disclosure conditions than in the nonparadoxical self disclosure condition.

Analysis of Variance for Total Score on the Counselor Rating Form-Short Version (CRF-S)

A one-way analysis of variance (ANOVA) was performed on the total score of the Counselor Rating Form-Short Version (CRF-S). A separate one-way analysis was conducted on the total score because of the high intercorrelations among the three scales. Previous research has indicated the use of the total score measure in a univariate analysis of variance for similar reasons (Milne & Dowd, 1983). No significant results were found for main effects or interactions.

Discussion

Results from the manipulation checks indicated that independent raters were able to perceive appropriate difference between the stimulus conditions. A difference between the paradoxical and nonparadoxical stimulus interview conditions was indicated by three raters on the Free Recall Response Form. Not only was a difference perceived between the paradoxical and nonparadoxical stimulus interviews, but raters were able to recall the paradoxical and nonparadoxical homework directives almost verbatim. Raters' results from the Counselor Verbal Response Category System (Hill, 1978), and the nonverbal behavior section of the quantitative rating responses form (Cormier & Cormier,

1979) indicated acceptable levels of rater agreement among stimulus conditions in all of the rating categories. Differences between percent ratings in the 26 categories ranged from 0.00% (indicating total agreement), to 18.60%. The greatest differences between ratings were found in the two categories of self disclosure and headnods. In the self disclosure category a larger average percentage difference (9.50) would be predicted since self disclosure was present in one of the stimulus conditions and absent in the other. The second category in which a large average percentage difference was found was the category of headnods, with 18.60 difference. This difference in counselor nonverbal response style does not appear to be significant. It therefore appears that not only were the experimental manipulations perceived as intended, but that nonspecific counselor behavior was essentially equivalent in all conditions.

Results of a Chi-Square analysis of the Free Recall Response Form indicated no differences in recall of the paradoxical and nonparadoxical homework directives by subjects. It was predicted that the paradoxical homework directives would be better recalled than the nonparadoxical homework directives because they are more novel and therefore perhaps more readily remembered. Research has not been conducted in the area of recall of paradoxical homework directives; however it has been suggested that paradoxical interventions, especially within a strategic context, represent

less conventional or traditional interventions (Rorhbaugh, et al., 1981). It may be the case that paradoxical interventions represent a less conventional form of intervention, but it appears that this unconventionality does not influence subsequent recall of the directive.

Counselors were not perceived as more willing to help in self disclosing than in nonself disclosing conditions regardless of paradoxical or nonparadoxical homework directives. Despite the fact the counselor self disclosure is associated with perceived counselor attractiveness (Dowd & Boroto, 1982; Mann & Murphy, 1975), counselor self disclosure or perceived counselor attractiveness may not be related to or associated specifically with perceptions of counselor willingness to help. Counselors who gave paradoxical directives were perceived as just as willing to help as those who gave nonparadoxical directives regardless of self disclosure or nonself disclosure.

Counselors in the self disclosing conditions were not perceived as being more able to help than counselors in the nonself disclosure conditions regardless of paradoxical or nonparadoxical homework directives. Perhaps counselor self disclosure is not related to or specifically associated with perceptions of counselor ability to help. The willingness to help and ability to help variables are moderately correlated at .58, and because of this an overlap in response is to be expected and

seems to be the case. In any event, ability to help would more likely be related to expertness rather than attractiveness. It appears that paradoxical homework directives regardless of counselor self disclosure do not affect perceptions of the counselors' ability to help.

This investigation found a significant difference between the paradox and nonparadox groups in how they perceived the counselor on the confusion variable. Subjects' ratings in the paradoxical groups were significantly higher on the confusion variable than subjects in the nonparadoxical group. A significant difference was also found between the self disclosure and nonself disclosure groups on the confusion variable. Subjects experiencing counselor self disclosure rated the confusion measure higher than subjects in the nonself disclosure group, the reverse of what had been hypothesized. The data from this study, however, concurs with previous research and clinical experience which indicates that a typical client response to a paradoxical directive may be confusion as a result of the double bind inherent in the communication (Cottone, 1981; Dowd & Swoboda, in press; O'Connell, 1983; Rohrbaugh et al., 1981; Weeks & L'Abate, 1982).

Findings from this study concerning the effect of counselor self disclosure are at variance with previous research, however, which indicates that a moderate level of counselor self disclosure leads to more positive client reactions (Mann & Murphy, 1975) and

that there is a curvilinear relationship between counselor self disclosure and positive client perception (Giannandrea & Murphy, 1975). Perhaps client expectancy of appropriate counselor behavior was violated when the counselor self disclosed. Perhaps the subjects were not expecting counselor self disclosure on a problem of test anxiety. Client impressions of counselor mental health and professionalism may be adversely affected by counselor self disclosure (Chaikin & Derlega, 1974, Polansky, 1967).

This study found a significant difference between paradoxical and nonparadoxical groups in their perceptions of counselor trickiness/manipulativeness. The subjects experiencing the paradoxical homework directive rated the counselors as signficantly more tricky/manipulative than subjects experiencing the nonparadoxical homework directive. These findings are both consistent and inconsistent with previous research. Haley (1976), L'Abate and Weeks (1978), and O'Connell (1983) suggest that the charges that paradoxical interventions are manipulative or tricky arise from a lack of theoretical understanding of the technique. These results seem to indicate that a lack of theoretical understanding of the technique on the part of the professional is not the issue. Subjects perceived paradoxical directives as significantly more tricky/manipulative regardless of the counselor's theoretical comprehension of the technique. Despite the fact that paradoxical homework directives are perceived as

more tricky/manipulative than nonparadoxical homework directives, these perceptions of trickiness or manipulation did not appear to affect perceptions of counselors' willingness or ability to help. Perhaps subjects perceive a portion of trickiness or manipulativeness as an acceptable component of their therapeutic experience.

These results also indicated that subjects in the nonself disclosing group experienced significantly more perceptions of anger than did subjects in the self disclosing group, suggesting that counselor self disclosure may reduce subject experience of anger with any directive, paradoxical or otherwise. Research indicates that self disclosure enhances perceived attractiveness and thus counselor social influence (Dowd & Boroto, 1982; Mann & Murphy, 1975). Perhaps a moderate amount of counselor self disclosure also reduces client perceptions of "psychological distance." Psychological distance, a term described by Simonson and Bahr (1974), between the client and counselor may be reduced with moderate amounts of counselor self disclosure and with this reduction could be the reduction of client perceptions of anger towards the counselor. Subjects perceived paradoxical directives as tricky/manipulative and more confusing; however these perceptions did not detract from perceptions of the counselor's willingness or ability to help nor did it increase reports of feelings of anger towards the counselor.

A MANOVA was performed on the three variables of the CRF-S, attractiveness, expertness, and trustworthiness. The results showed that subjects experiencing nonparadoxical homework directives in conjunction with nonself disclosing counselor statements were perceived as more attractive than subjects who experienced nonparadoxical homework directives in conjunction with self disclosing counselor statements. There were, however, no differences in the paradoxical conditions. These results do not support the hypothesis that counselor self disclosing statements would enhance perceptions of counselor social influence regardless of paradoxical or nonparadoxical homework directives. The results appear inexplicable in terms of previous research which indicates that counselor self disclosure enhances perceptions of counselor attractiveness (Dowd & Borcto, 1982; Mann & Murphy, 1975). It is possible that counselor self disclosure is a fluid variable which changes its effects under different counseling conditions. These results do add weight to the previous findings that although paradoxical directives were seen as tricky and confusing, these perceptions did not appear to harm the counselor's social influence.

An ANOVA on the total score of the CRF-S was conducted. Significant results were not found for this analysis. Previous research (Milne & Dowd, 1983) indicates that use of the total score is reasonable given the high intercorrelations among the

subscales. These results are at variance with the MANOVA and post hoc ANOVA described above, which might have occurred because the variables were not as highly correlated in this study as they were in the Milne and Dowd study. Another possible explanation for the lack of significance of these findings could be attributed to the fact that the total score measure had a larger error term and therefore the likelihood of finding significance was reduced.

The overall results of this study appear to indicate that symptom-prescription paradoxical homework directives are not damaging to perceptions of counselor social influence and that counselor self disclosure does not necessarily enhance or limit positive perceptions of counselor social influence. Paradoxical directives were perceived as more tricky/manipulative and confusing, but these perceptions evidently did not negatively influence perceptions of counselor willingness or ability to help or increase feelings of anger toward the counselor. Thus, subject perceptions of paradoxical directives as tricky and confusing may be interpreted as an objective perception of reality that is not necessarily negatively value-laden.

Future research could extend the present study by exploring various combinations of social influence variables with paradoxical interventions other than symptom prescription and with different populations. Perhaps systematic evaluation of paradox and social influence variables in terms of cognitive

dissonance theory could eventually lead to uniform guidelines for the use of paradoxical interventions.

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Footnotes

[1]This form is available from the second author upon request.

[2]Ibid.

Table 1

Mean and standard deviation of dependent variables.

Dependent Variables	M	SD
Willingness to help	3.39	.99
Ability to help	2.94	.91
Confusion	2.27	1.10
Tricky/Manipulative	1.53	.71
Anger	1.38	.68
Attractivenes	20.86	4.71
Expertness	18.38	5.33
Trustworthiness	20.56	4.95
Total Score	59.31	14.16

Table 2

Pearson product-moment, intercorrelation matrix for the dependent measures: willingness to help, ability to help, confusion, tricky/manipulative, anger, attractiveness, expertness, trustworthiness, and total score.

	Dependent Measures								
Dependent Measures	Willingness	Ability	Confusion	Tricky/ Manipulative	Anger	Attractiveness	Expertness	Trustworthiness	Total Score
Willingness	1.00	.58	.08	-.10	-.13	.20	.52	.41	.38
Ability		1.00	-.05	-.12	-.12	-.31	.53	.45	.50
Confusion			1.00	.55	.01	.09	.00	-.08	-.03
Tricky/Manipulative				1.00	.30	-.16	-.11	-.25	-.15
Anger					1.00	-.30	-.22	-.36	-.33
Attractiveness						1.00	.50	.66	.78
Expertness							1.00	.78	.83
Trustworthiness								1.00	.87
Total Score									1.00

Table 3

Cell means and standard deviations for the confusion measure.

Paradox	Self Disclosure		Nonself Disclosure	
	M	SD	M	SD
Paradoxical Homework Directive	3.06	1.09	2.31	1.13
Nonparadoxical Homework Directive	2.19	.95	1.50	.96

Table 4

Cell Means and standard deviations for the tricky/manipulative measure.

Dependent Variable	Paradox		Nonparadox	
	M	SD	M	SD
Tricky/Manipulative	1.75	.72	1.31	.64
	Self-Disclosure		Nonself-Disclosure	
	M	SD	M	SD
	1.53	.72	1.53	.72

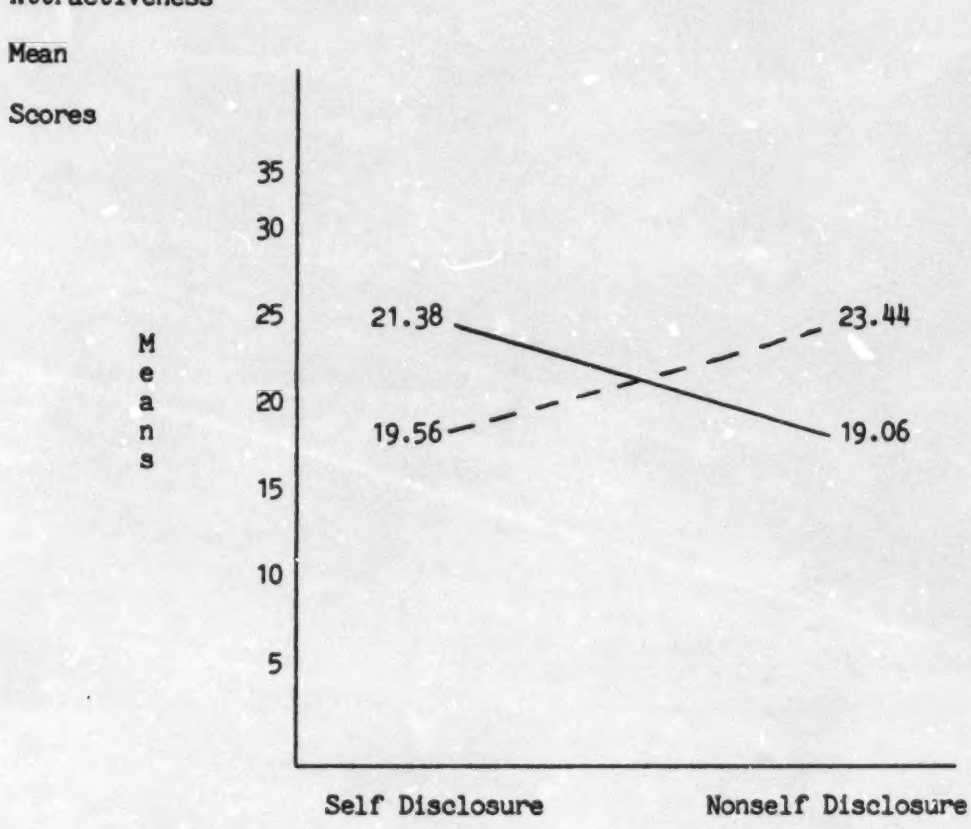
Table 5

Cell means and standard deviations for the anger measure.

	Self Disclosure		Nonself Disclosure	
Dependent Variable	M	SD	M	SD
Anger	1.16	.37	1.59	.84
	Paradox		Non Paradox	
	M	SD	M	SD
	1.50	.76	1.25	.57

Figure 1

Change in paradox in conditions of self disclosure in relation to mean attractiveness.



---------- = nonparadox

_____ = paradox